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ABSTRACT

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this reading curriculum guide of the Basic Skills First Program is designed to identify the minimum reading skills for fifth grade students. After brief explanations of the components of the Basic Skills First Program (curriculum guide, mastery tests, individual student records, and a systematic plan of instruction), an overview of the Basic Skills First Reading Guide, and a summary of various guide revisions, the guide is divided into the following reading "strands" (divisions of skill areas): (1) comprehension skills; (2) word identification skills; (3) reference and study skills; and (4) literature. Each page of the guide addresses a strand objective, and consists of instructional objectives; associated content statements; and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. An answer key for the fifth grade reading mastery test, and a list of fifth grade vocabulary words are also included. (MM)

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READING CURRICULUM GUIDE

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BASIC SKILLS FIRST

THE BETTER SCHOOLS PROGRAM It Works!

TENNESSEE DEPARTMENT OF EDUCATION
ROBERT L. MCELRATH, COMMISSIONER
1986 EDITION

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READING
CURRICULUM GUIDE
BASIC SKILLS FIRST

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We wish to offer a special word of thanks to the Basic Skills First Consulting Teachers, Ruth Rickman, Janice Baer, Betty Lundeen, Rose Snead, Sharon Hammond, Pat Petrie, Becky Sims, Phyllis Pardue, and Malinda Murchie for the vital contributions they have made to the implementation of BSF, and to former Deputy Commissioner Beecher Clapp and the originators of Basic Skills First for their contributions to excellence in education in Tennessee through this monumental endeavor.

And finally, the Department acknowledges the dedication to excellence of the Departmental Revision Team, Donna Spalding, Faye Taylor, Mark Howard, J B Whitman, and Judith Morgan and their assistants Mary Tompkins, Ruth Wright, Kathy Todd, and Pat Brenner for the many long, hard hours they invested in making a good program even better.

FOREWORD

The Basic Skills First Program is designed to identify the minimum skills which teachers should teach and which students should learn in reading and mathematics. The materials were written by Tennessee educators for use with Tennessee students. The program is designed to help local personnel in their continuing task of insuring that all students in the Tennessee public schools learn the basic skills of reading and mathematics and develop the ability to apply them as needed in everyday life.

The basic Skills First Program has four components:

- A CURRICULUM GUIDE - In accordance with RULES, REGULATIONS AND MININUM STANDARDS of the State Board of Education, section 0520-1-3-.02, the BSF guides contain the instructional objectives which address the terminal objectives identified for each grade level in the Board approved curriculum frameworks. Local school systems must use either the BSF curriculum guides for reading and mathematics or use locally developed curriculum guides which have been approved by the State Department of Education as comparable.

- MASTERY TESTS - The mastery learning approach to teaching is based upon the premise that students learn best when instruction focuses on small, manageable bits and when students master each bit before proceeding to a new or more difficult task. BSF provides the teacher with mastery tests which may be used to determine students' mastery of the objectives designated by an asterisk in the guides. These objectives have been determined to be important to the students' satisfactory progress in reading and mathematics. The use of the mastery tests is OPTIONAL; however, the determination of mastery is not. Teachers should use whatever methods they deem appropriate to assure that students have mastered each skill identified with an asterisk in the guides. In order to facilitate the most efficient use of teacher time and skills, the objective tests have been clustered. This clustering of objectives allows the teacher to test several skills at one time, yet still determine mastery of each objective individually.

- INDIVIDUAL STUDENT RECORDS - Progress must be charted in order to provide appropriate instruction on the students' levels. A profile, containing the objectives which relate to the areas assessed in the Pre-first Grade Screening Program, is provided for every kindergarten student. A record form, containing the tested objectives for every grade 1-8, is also provided for each student. Use of these particular record forms is OPTIONAL; however, a record of each student's mastery of the tested objectives must be maintained as part of the student's cumulative file.

- A SYSTEMATIC PLAN OF INSTRUCTION - Students should receive direct instruction in the skills of reading and mathematics in order to achieve to their optimum levels. One of the services provided as a part of the BSF program is staff development in the use of the Directed Lesson for reading and mathematics. There are many sound approaches to directed teaching. Among them is the Tennessee Instructional Model. The responsibility for determining the method(s) of instruction to be used with students ultimately rests with those who provide the instruction; therefore, the local school systems must determine the method(s) of delivery which they deem to be most appropriate.

The implementation of Basic Skills First reading and mathematics programs, or comparable programs, in every school during the 1985-86 school year revealed the necessity of revising the programs in order to make them the best possible materials for use in Tennessee classrooms. Input was obtained from teachers across the state. The 1986 edition of Basic Skills First is the result of that input. Although the format of BSF is new, the philosophy of BSF remains the same. BSF is an educationally sound course of study which provides direction and support to classroom teachers and consistency to what teachers teach and students learn across the state.

Robert L. McElrath
Commissioner of Education

PREFACE

The organization of a school curriculum may vary in order to meet the needs of the student population served. This curriculum guide has been designed to provide flexibility in developing educational programs, while allowing school systems to meet state curriculum requirements. The State Board of Education has determined that curriculum frameworks for Tennessee schools will be organized by subject areas. RULES, REGULATIONS, AND MINIMUM STANDARDS of the State Board of Education, in section 0520-1-3.02(3)(a), states as follows:

> The State Board of Education shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain the broad goals and objectives which identify the minimum content required at each grade level. The approved frameworks shall be the basis for planning instructional programs in each local school system.
>
> The Department of Education shall utilize the approved framework to develop curriculum guides in each subject, grades K-12. School systems shall use the curriculum guides made available by the State Department of Education or locally-developed guides which have been approved by the State Board of Education upon the recommendation of the Commissioner of Education.

The Basic Skills First Program meets the requirements cited above in grades K-8 for mathematics and for the reading portion of the Language Arts Curriculum Framework. (The two additional components of language arts, writing and thinking and expression, are addressed in a separate guide since no tests or record forms are provided for those components.) The State Board of Education requires that the Basic Skills First Program, or a comparable program, be used in every classroom, grades K-8 in the State of Tennessee. The requirements of the Basic Skills First Program are explained in the Foreword on page iii in this guide.

The new Basic Skills First Reading Guide is organized into four strands: Comprehension Skills, Word Identification Skills, Reference and Study Skills, and Literature. Instructional objectives under each strand can be identified by the five characters of the objective number. The first character is the grade level, the second character is the discipline (reading), the third character is the strand, and the last two digits represent the numerical sequence of the objective within the strand.

Example - the instructional objective number 32104 is translated as follows:

3 = Grade 3
2 = Reading
1 = Strand - Comprehension Skills
04 = Fourth Instructional Objective

Each page of the guide contains instructional objectives, associated content and suggested activities that are designed to insure the mastery of the terminal objective. The curriculum cross reference indicates where this objective relates to objectives in another discipline, and may be helpful in unit planning. The column labeled "Resources" is designed to be used at the local level to list materials available to teach the instructional objectives.

SUMMARY OF REVISIONS

The Basic Skills First Reading Program has undergone a careful and critical analysis and an extensive revision. Every effort has been made to decrease the demands of the program on teacher time in order to maximize instructional and learning time and to strengthen the BSF materials in order to assure that students have the best possible chance to learn the critical skills of reading. The following are significant changes in the BSF Reading Program:

- The number of objectives in the READING GUIDE was reduced by combining similar objectives and omitting objectives which are thoroughly covered in the Language Arts Curriculum Guide.

The reading objectives are now broader. Many objectives have several activities provided which increase in difficulty. The teacher should be certain the student can perform at each level of difficulty before testing the overall objective.

The Language Arts Curriculum Framework consists of three components: Reading, Writing, and Thinking and Expression. Basic Skills First addresses only the reading portion of the framework. Some objectives which are thoroughly covered in the Language Arts Guide were omitted from the Reading Guide. When objectives were combined or moved, those numbers were omitted from the numerical sequence in order to avoid confusion and to provide for the use of correlations previously completed. When objectives were changed significantly or moved from the Comprehension Strand to the Literature Strand, they were given new numbers.

- The number of MASTERY TESTS required and the quality of the tests provided were addressed by testing only objectives from the Comprehension and Word Identification strands, clustering tests, field testing the tests, checking the readability of the tests, and providing vocabulary lists.

Although all objectives in BSF Reading are important, the objectives in the Comprehension and Word Identification strands impact directly the student's ability to read. Tests have been clustered to reduce the number of testing "sittings." One passage may be used for several objectives in a cluster test. The teacher may still, however, determine the students' mastery of individual objectives within the cluster.

The mastery tests were field tested in classrooms across the state in the spring of 1986. A computer program was used to determine the readability of the passages using the Frye Formula for readability. All passages are considered to be acceptable for the grade level at which they are used. The writers used a composite vocabulary list made up of words from the four series used most often in Tennessee schools. That vocabulary list is provided for each grade level.

- RECORD KEEPING for BSF Reading was streamlined by designing a single record form which contains the tested objectives for grades 1-8 and removing the date of mastery from the record form.

FIFTH GRADE READING TABLE OF CONTENTS

INSTRUCTIONAL OBJECTIVES

STRAND:	COMPREHENSION SKILLS		PAGE
	52101	read with expression.	1
*	52106	use context clues to identify familiar words.	2
*	52107	distinguish absolute and qualified meanings.	3
*	52110	use context clues to determine the appropriate meaning of a word with multiple meanings.	4
*	52112	recognize time and place relationships.	5
	52113	sequence ideas and events in a passage.	5
*	52114	recognize details and their purposes.	6
*	52115	recognize the main idea in a selection.	7
*	52118	recognize conflicts and their solutions.	8
*	52119	identify the lesson in a selection.	8
*	52121	predict outcomes.	9
	52122	identify character traits and feelings.	10
	52124	describe character interactions.	11
*	52126	verify conclusions.	12
*	52131	classify statements of evidence.	13
*	52132	explain cause and effect relationships.	14
*	52137	distinguish fact and opinion.	15
*	52138	determine author's purpose.	16

STRAND: WORD IDENTIFICATION SKILLS

52201 expand sight word vocabulary. 17

* 52203 use decoding strategies to identify complex words. 18

* 52208 use syllabication skills. 19

REFERENCE AND STUDY SKILLS

52302 identify information on cards in a card catalog. 20

52303 use the card catalog. 21

52304 use the dictionary. 22

52305 select appropriate reference materials. 22

52307 use an encyclopedia. 23

52308 use newspapers and magazines as sources of information. 23

52310 identify and use the parts of a book. 24

52311 interpret graphs, maps, charts, tables, and diagrams. 25

52315 use the SQ3R method. 26

52312 scan material. 27

52316 skim to determine the general idea of a book or selection. 27

52313 follow directions. 28

STRAND: LITERATURE

* 52401 identify figurative language, simile, metaphor and personification. 29

52402 recognize sound devices. 30

ANSWER KEY 31

VOCABULARY LIST 32

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 521A1 To understand the importance of reading with proper expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
52101 read with expression.	Reading with expression means the use of voice modulation to convey meaning and feeling. Factors involved in good expression include: 1) distinct and accurate enunciation (diction); 2) the rise and fall of the voice (intonation); 3) the emphasis given syllables and words (stress); 4) clarity and volume of the voice (projection); and 5) proper grouping of words, phrases, and sentences (phrasing). The meaning of a statement may be changed by varying expression. Certain words can be given more emphasis by speaking more slowly, more loudly, or in a higher pitched voice.	discussing, interpreting, evaluating discussing, analyzing interpreting, creating	A. Divide the class into groups of three or four, and have them practice reading a poem aloud. Assign each group a particular interpretation to give the poem (silly, serious, mysterious, etc.). Have each group select one member to read the poem to the class. Discuss the techniques used to accomplish the various interpretations. B. Have students practice reading from newspapers, joke books, and short stories. Discuss how expresssion affects meaning in each selection. C. Have students work in pairs to write brief dramatic interpretations of scenes from their social studies unit. Have each pair read their dialogue to the class.		

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 521C1 To understand the role of context in identifying word meanings

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
*52106 use context clues to identify unfamiliar words.	The way a word is used in a context can help in determining its meaning. Such context clues include: 1) synonyms which are other words in the context with the same or similar meaning as the unfamiliar word. These may appear as actual definitions of the unknown word (The MURAL --a PAINT'NG on the wall--depicted the history of transportation.) 2) familiar experience in which the meaning is suggested by reference to a common experience (I was SO HUNGRY I DEVOURED the meal in a matter of minutes.) 3) antonyms, words with opposite meanings which are used to suggest the meaning of unfamiliar words (Her CONFIDENT tone soon turned to DESPAIR.) Context clues may appear before, after, or both before and after an unfamiliar word.	defining discussing	A. Give students a series of sentences containing the new words to be introduced in their science or social studies unit. Have them circle the clues to the meanings of the new words. Then have them write a definition for each new word. B. Have students find five unfamiliar words in a newspaper or magazine article. Have them discuss the unfamiliar words and the meanings derived from context.	L.A. 537A1	

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 521C1 To understand the role of context in identifying word meanings

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 52107 distinguish absolute and qualified meanings.	Some words convey absolute meaning, while others may qualify the meaning. Absolute words that are used frequently are "never" and "always." Other words that convey absolute meaning are "will," "shall," "surely," and "certainly." Words that are often used to make meanings less absolute include "most," "sometimes," and "usually." Other qualifying words are "might," "possibly," and "probably."	classifying	A. Have students circle the absolute words and underline the qualifying words in a newspaper article.		
		analyzing, evaluating	B. Have students read a paragraph and determine whether certain meanings are absolute or not. For example, have them answer whether a certain thing "will," "will not," or "might" occur according to the context.	L.A. 535A1	

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 521C1 To understand the role of context in identifying word meanings

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 52110 use context clues to determine the appropriate meaning of a word with multiple meanings.	The context in which a word with multiple meanings is used is helpful in determining the appropriate meaning. This is true of words that sound the same but are different in origin, meaning, or spelling (homophones). It is also true of words that are spelled the same but are different in meaning, origin, and sometimes in pronunciation (homographs). Pictures which accompany written materials may be helpful in determining correct meanings of words that have more than one meaning.	listening, defining	A. Duplicate or write on the board the different meanings of a word with multiple meanings. Then have students write the letter of the appropriate meaning as they hear sentences read in which the word is used. Example: Meanings of the word "cast": a. to throw; b. a small amount of color; c. a group of actors; d. a plaster support for a broken bone; e. to give a vote in an election. Sentences: 1) Please cast your vote for my candidate. 2) The doctor noticed that the boy's skin had a yellow cast. 3) His leg will be in a cast for eight weeks. 4. The cast will have a party after the final performance. 5) Father cast his line into the deep water and began to slowly reel it in.	L.A. 533D1	
		analyzing	B. Have students find the definitions of multiple-meaning words in the dictionary. Then have them select the appropriate meaning to be used in given contexts.	L.A. 533D1 BSF Reading 52304	

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 521D1 To understand the role of sequencing in comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 52112 recognize time and place relationships.	Sequence refers to the order in which things happen. Comprehension of a selection requires understanding of when and where events occur.	analyzing	A. Have students read a selection and write the words or phrases that indicate time and place relationships.		
	Dates, names of places, and clue words such as "before," "after," "while," "as," "when," "then," and "later" are used to convey time and place relationships. Signals as to time and place are sometimes given indirectly. For example, "The last rays of sunlight disappeared over the frozen lake" contains indirect clues that the time is an evening in winter.	listening, notetaking, classifying, discussing	B. Read to the class a selection containing both direct and indirect clues to time and place. Have students make notes in two columns (direct and indirect) of the clues they hear. Discuss the setting and time for the selection.	L.A. 536A1	
52113 sequence ideas and events in a passage.	Comprehension of a passage includes recognizing the chronological flow of ideas and events. Clue words which may help in recognition of sequence include "first," "second," "next," "meanwhile," "before," "after," and "finally."	analyzing, sequencing	A. Write on the chalkboard in random order the sentences that make up a paragraph. Number the sentences, and have students place them in proper order. Then, write an additional sentence and have them place it in proper order among the others.	L.A. 535A1	
		speaking, listening, organizing	B. Have students present written and oral summaries of selections they have read. Check for logical sequence in the presentations.	L.A. 537C1	

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 521E1 To understand how details enhance comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 52114 recognize details and their purposes.	Writers often include details that appeal to the senses to help readers develop mental pictures of characters, places, and events. This is especially true in poems. Such details are essential to complete comprehension of a selection.	listening, classifying, illustrating	A. Read to the class a selection containing a number of details that appeal to the senses. Have them list the details they hear and tell the sense to which each appeals. Have them illustrate the selection through an appropriate art medium.	L.A. 536B1	
	Sensory details help the reader to compare the things about which they read to things with which they are familiar. In most selections, significant details are essential to understanding the full meaning.	analyzing, classifying, discussing	B. Have students read a selection and list familiar persons, places or things of which they were reminded. Have them share these, identifying the sensory details that served as reminders.		
	These details may appear as whole sentences, but often are phrases. For example, a phrase that says "with trembling hands" may indicate a story of fear or of extreme nervousness.	analyzing	C. Give students a series of questions to be answered by reading a section of their social studies, science, or health book. The questions should require reading for details.		
	Details are critical in understanding informational passages, which usually require a slower rate of reading.	analyzing, organizing	D. Have students read a selection which does not have a title and in which there is no sentence that states the main idea. Have them give the selection a title which identifies the overall meaning.		

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 521F1 To understand main idea/central message in reading comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 52115 recognize the main idea in a selection.	Recognition of the main idea is helpful to understanding an article, and in remembering important information. To determine the main idea, it is necessary to know what topic is covered. The main idea is the major thought expressed about the topic. Supporting details in a paragraph give additional information about the main idea. Each paragraph within a selection usually has a main idea. Sometimes the main idea of a paragraph is stated in one sentence which may be at the beginning, middle, or end of the paragraph. At other times the main idea may be contained in two or more sentences.	analyzing, inferring	A. Have students read a passage containing three to six paragraphs about one topic. Have them identify the topic and the main idea of the passage. Then have them write the main idea of each paragraph.		
		listening, evaluating, explaining	B. Read a paragraph to the class. Then read three to four sentences from which students are to choose one that best expresses the main idea. Have them give reasons for their choices.	L.A. 536A1	
		previewing, discussing, explaining	C. At the beginning of a unit in the basal reader, discuss the unit topic and each selection included in the unit. Have the students write a statement explaining how the selections relate to the topic.		

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 521F1 To understand main idea/central message in reading comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 52118 recognize conflicts and their solutions.	Conflict in a story refers to the struggle of a character with other characters, with nature, or with self in attempting to solve a problem. The solution refers to the way in which a conflict is resolved. The solution will be found in the events that occur following the climax of the story.	expressing, analyzing, describing	A. Have students read brief selections, each of which contains one basic conflict. Have them write a description of the basic conflict in each selection. Have them read orally the sentences that reveal the solution to each conflict.	L.A. 535A1	
		listening, analyzing, discussing, predicting	B. Read a story to the class, stopping at the climax. Have the students write suggested solutions to the basic conflict in the story. Have them share and discuss their suggestions.	L.A. 535A1 L.A. 536A1	
* 52119 identify the lesson in a selection.	Sometimes the theme of a selection is a moral lesson. This is particularly true of such types of literature as myths, fables, and legends.	listening, analyzing	A. Following the reading of a story such as THE HARE AND THE TORTOISE, have students write in their own words the lesson of the story. Leading questions may be asked to help them understand. Example: Who was faster, the hare or the tortoise? Why did the tortoise win the race? What might we learn from this story?	L.A. 535A1	
		speaking, listening, analyzing	B. Have students give oral reports on stories they have read which teach lessons. Have the other students state the moral of each story.	L.A. 535A1	

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 521G1 To utilize prediction as a means to comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 52121 predict outcomes.	To predict means to form an opinion regarding what will happen based on what has already happened. Pictures which accompany selections may also give clues to what outcomes to expect. Common knowledge of a particular topic will help in predicting outcomes.	observing, analyzing	A. Act out simple scenes and have the students write a statement describing what they think will happen next in each scene. Example: On the chalkboard write a list of ten words in scrambled alphabetical order. After writing three words, ask the students to write the three words they predict will come next.	L.A. 535A1	
		listening, analyzing, discussing, explaining	B. Read to the class a selection containing five to ten paragraphs about a topic. After each paragraph, ask students to predict an outcome. Have them discuss details on which predictions are based.	L.A. 535A1	

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Comprehensive Skills

TERMINAL OBJECTIVE: 521H1 To understand characterization as an element of comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
52122 Identify character traits and feelings.	Characterization is one of the main elements of a story. Authors attempt to create characters with distinct personalities. Words are chosen to describe what characters are like, including physical features, mannerisms, feelings, and emotions. Traits of character usually remain stable throughout the story, while feelings and emotions are apt to change. Clues to what a character is like come from the author's description, from the things the character says and does, and from the way other characters act and feel toward the character.	listening, analyzing	A. Read a short selection about some character to the class. Have students listen for clues to the traits possessed by the character. Then have them write several words which they feel describe those traits (honest, loyal, conceited, boring, etc.).	L.A. 536A1	
		describing	B. Have students describe changes in feelings that occur in a character in a story or book. For example, have them note the changes that occur in Wilbur's feelings in CHARLOTTE'S WEB. Encourage their thinking by asking: How did Wilbur feel when he thought he would be slaughtered? In what way did Charlotte's encouragement change Wilbur's feelings? How did Wilbur's behavior change after Charlotte died?		
		discussing	C. Write several character traits on the chalkboard (loyalty, honesty, deceitfulness, greediness). Have the students discuss how they might know whether or not a character possessed each trait.		

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 521H1 To understand characterization as an element of comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
52124 describe character interactions.	Understanding of the interactions among characters in a story involves recognition of the roles, attitudes, values, competencies, and motives of each character. Certain events in a story may bring about changes in the way characters relate to one another.	listening, discussing	A. Read to the class a selection such as THE HUNDRED DRESSES by Estes. Encourage discussion of roles, feelings, interactions, etc. among characters by asking stimulating questions. Example: At the beginning how did Peggy feel about Wanda Petronski? Why did Maddie feel uncomfortable making fun of Wanda? What event caused Peggy to change her attitude?		
		speaking, evaluating	B. Have students read a story with two or more characters. Have them describe orally the interactions among characters, and tell why they did or did not like various characters.		

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 52111 To understand the factors involved in supporting a conclusion

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 52126 verify conclusions.	Reading passages do not always contain all the information a reader is expected to understand. Sometimes the reader must reach conclusions by interpreting various clues suggested by words, phrases, and sentences. Interpreting information that is not stated directly is sometimes referred to as "reading between the lines." The ability to do this is helpful in making inferences or reaching conclusions about the plot, setting, or characters in a story.	listening, inferring	A. Read to the class a series of short paragraphs which contain information that is not stated directly. Then, have students respond to questions which can only be answered by "reading between the lines." Example: "Mary laid her skis in the boat and headed for the lake. The morning was already bright and hot. As soon as Larry had the boat in the water, Mary had her life jacket on and was holding the tow rope." Questions: In what season does this passage take place? What is Mary about to do? Have students discuss the clue words and phrases.	L.A. 535A1	
		reasoning, analyzing	B. Give students pairs of sentences from which conclusions may be drawn. Have them write a conclusion to each pair of sentences. Example: Jim only reads stories about sports. Today Jim is reading "Strike Three." (Conclusion: "Strike Three" is a sports story.)	L.A. 535A1	

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 52111 To understand factors involved in supporting a conclusion

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 52131 classify statements of evidence.	Evidence is information given to support a conclusion. Evidence may be classified according to type, such as eyewitness account, expert opinion, and practical experience.	classifying, analyzing	A. Have students locate newspaper articles in which each type of supporting evidence is used. Have them label each statement of evidence as eyewitness account, expert opinion, or practical experience.		
	Eyewitness accounts are descriptions of events which were observed by the narrator. The descriptions are limited to what was actually seen or heard and do not include feelings or impressions of the observer. Opinions are feelings, perceptions, or impressions people have about something. Opinions generally reflect values, beliefs, and past experiences. Opinions are usually not considered as evidence. Expert opinions, however, are conclusions drawn by those who have been specifically trained in the field and who possess extensive knowledge of the subject being considered. Practical experience is the association of a new situation to similar situations which have been experienced in the past.	observing, recalling describing, classifying	B. Have students view a scene prerecorded on video tape or acted out by individuals, such as an accident or a robbery. Ask students to describe what they saw. Discuss how the "eyewitness accounts" vary. Have other individuals give expert opinions relating to the incident.		

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 521J1 To understand cause and effect as a means to comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 52132 explain cause and effect relationships.	The part of a story or sentence that gives a reason why something happens is the cause. The effect is the part that describes what happens. Words such as "since," "if," "because," and "after" often signal the cause (Since Julie made an "A," she will not have to take the final exam). Words such as "then" and "so" sometimes appear just before the effect (You have finished your homework, so you may watch TV). The ability to associate an event, a behavior, or an attitude with what caused them is helpful in understanding a story, in following an argument, or in following the steps in an experiment. Understanding cause and effect facilitates the prediction of outcomes (Jim's mother insists that he be home before dark, so I'm sure he won't be able to play with us). Although the cause always occurs prior to the effect, it may be stated after the effect.	explaining, analyzing	A. Write a topic on the chalkboard and list several cause and effect signal words under it. Have students write five sentences about the topic, using some of the signal words to show cause and effect in each sentence. Example: Topic - ENVIRONMENTAL INFLUENCES ON LIFESTYLES Signal words - because, since, so , after 1) Because of the mountains and heavy snowfall, skiing is popular in Colorado. 2) Many artificial lakes were developed in the area, so the population increased. 3) Since the average temperature is so high, little clothing is worn by the people in regions near the equator.	S.S. 543A1 L.A. 535A1	
		speaking, reasoning	B. Divide the class into two teams. Have a member of one team state a cause, and a member of the other team respond with an effect. The activity might be varied by having the effect stated first. This might be related to a current topic of study in one of the content areas. Example: Team One Member - "The magnet will not attract the cup." Team Two Member - "Because magnets do not attract glass."	L.A. 535A1	

47

48

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 5211 To understand the factors involved in supporting a conclusion

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 52137 distinguish fact and opinion.	A fact can be proved to be true or to have occurred. The proof may be obtained through observation or by checking expert opinion. An opinion is what someone thinks, and cannot be proved. Example: Tennessee is in the southeastern United States. (Fact) Tennessee is the greatest state in the United States. (Opinion) Statements of opinion often make judgments about things, and usually contain clue words such as "best," "worst," "I think," or "I guess."	listening, analyzing, classifying	A. Read to the class a series of sentences, some of which are statements of fact and others statements of opinion. Ask the students to raise a hand if the sentence states a fact. If the sentence states an opinion, they should keep their hands down. After each sentence has been read, have a student tell why it was identified as fact or opinion.	L.A. 535A1	
		analyzing, classifying, discussing, labeling	B. Give students copies of a paragraph containing both facts and opinions about a topic. Have them label each statement of fact and each statement of opinion. Have them suggest ways to check to see if a sentence is a statement of fact. (For example, look in an encyclopedia, weigh an article, or read a label.)	L.A. 535A1 BSF Reading 52305	

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 521K1 To undertstand the use of story elements in evaluating material

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 52138 determine author's purpose.	An author may have one or more purposes in writing a selection, but one purpose will usually be predominant. Materials may be written to inform, to entertain, to persuade, or to teach a lesson. Selections written to inform, such as essays and how-to-do books, usually contain much factual detail, and are apt to follow a more formal style. When the purpose is to entertain, the material may be humorous or serious (novels, short stories, poetry, plays). Such works are characterized by action and events which provide enjoyable reading, and are usually fictional. Persuasive writing is based on the author's opinion and strives to influence the reader to share the opinion (editorials, debates, etc.). Such types of writing as anecdotes, fables, and parables have as their purpose the teaching of a moral lesson.	speaking, analyzing	A. Have students bring to class examples of persuasive, informational, and entertaining articles from the daily newspaper. Have them present the articles and explain the clues that indicate the writer's purpose in each example.	L.A. 535A1	
		listening, analyzing	B. Read to the class a series of brief passages each of which is an example of one of the various author purposes. Have students identify the purpose in each selection, and give reasons for each choice.	L.A. 535A1	

51

52

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 522A1 To understand how sight word development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
52201 expand sight word vocabulary.	An important step in preparing to read a selection is the introduction of new vocabulary. This step must be included in the basal reading program and in other subject areas. New words should be listed, and the meaning and pronunciation of each should be discussed. Instruction should include appropriate use of the glossary and the dictionary. Use of context clues should be encouraged, especially for new words with multiple meanings.	observing, recalling	A. Have students keep a weekly sight word vocabulary list. Have them include new words from all subject areas and from books or articles read. Have each student select five new words and use them in a paragraph.	BSF Reading 52106, 52110, 52304	
		speaking, listening, composing	B. Have students role play imaginary telephone conversations in which they must use selected words from the new vocabulary list.	L.A. 535B1	

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 522C1 To understand the role of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 52203 use decoding strategies to identify complex words.	Strategies to be used in decoding long words will include: 1) identifying the smaller words that make up compound words	analyzing	A. Have students circle the small words that make up the compound words in a list provided. Have volunteers read the words.	L.A. 533D1	
	2) observing vowel and consonant spellings in the root word 3) identifying prefixes and suffixes 4) identifying stressed and unstressed syllables.	analyzing	B. Give students a list of words containing roots, prefixes, and suffixes. Have them identify the various parts that make up each word. Have them suggest other words that can be made by adding different prefixes or suffixes to the base words. Example: remove; moving; movable.	L.A. 533D1	

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 522C1 To understand the role of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 52208 use syllabication skills.	Each syllable in a word contains one vowel sound. Generally, a syllable ending in a consonant has a short vowel sound. A syllable ending in a vowel will usually have a long vowel sound. Dictionaries and glossaries show how words are divided into syllables, as well as how syllables are accented. Each multi-syllabic word has one syllable which receives the primary stress when it is pronounced. When there are more than two syllables, another syllable may have a secondary accent. A primary accent is shown by a darker accent mark (') than that used for a secondary accent.	listening, speaking	A. Write a list of two-syllable words on a chalkboard. Have students identify the vowel sound in the first syllable of each word. Then have each word pronounced.		
		using the dictionary	B. Have students divide unfamiliar words from the various content area units into syllables and place primary and secondary accent marks where needed. This activity may involve use of the dictionary or glossary.	BSF Reading 52305	

57

58

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 523A1 To understand use of the library and reference material

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
52302 identify information on cards in a card catalog.	Instruction should include familiarizing students with descriptive information such as call number, copyright date, author, number of pages, and publisher. This information is found on title cards, author cards, and subject cards.	observing	A. Display enlarged samples of the various types of cards on a poster. Have students respond to questions which can be answered by referring to the poster. (This may be either an oral or a written activity.) Questions should be adequate to acquaint students with each type of information contained on the cards.		
		comparing, contrasting	B. Give students sample card catalog cards. Have them compare and contrast the information on each card.		

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 523 A1 To understand use of the library and reference material

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
52303 use the card catalog.	A card catalog is a file of cards serving as an index to all books in a particular library. Each nonfiction book is listed by title card, by author card, and by subject card. Fiction books are listed by title, by author, and sometimes by subject. The cards are arranged alphabetically in drawers which have alphabetical guides on the front. There are also guide cards in each drawer. Author cards are filed by last name. Titles beginning with "A," "An," or "The" are filed by the second word in the title.	classifying	A. Write the Dewey Decimal System on the chalkboard or provide students with a copy. Give them a list of topics and have them tell the classification under which they would expect to find each topic.		
		locating information	B. Have students answer questions which require the use of the various types of cards in the card catalog. Example: 1) Write the title of a book about "geology." 2) Who wrote "Dig! A Journey Under the Earth's Crust?" 3) Find a book about geology written by J. Wycoff.		
		notetaking, speaking	C. Have students prepare brief reports on topics of interest in one of the subject areas. Have them list the sources from which information was obtained. Interesting facts discovered about topics might be shared orally.		

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 523A1 To understand use of the library and reference material

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
52304 use the dictionary.	Instruction should cover locating words by using guide words, finding definitions, and determining pronunciations.	locating information, following directions	A. Establish a reference center and prepare task cards requiring use of the dictionary. New words in various subject areas should be included. Also, students might prepare task cards for one another. An example of a task card might be: Find the meaning and pronunciation of the underlined word. "We like to MEANDER through the park."		
52305 select appropriate reference materials.	Instruction should include use of the telephone directory, abridged and unabridged dictionaries, atlases, almanacs, books of record, and biographical and geographical dictionaries.	locating information	A. Include task cards in the reference center which require use of the various sources studied. Example: How many plumbing companies are located in this community? What is the highest mountain in Africa? How would you treat a lachrymose friend? How much did the largest person on record weigh? Have students tell the reference used to obtain each answer.		
		locating information	B. Place several copies of telephone directories in the reference center. Have students locate the numbers for specific persons, businesses, and offices which require use of all sections of the directory. Example: 1) What is the number of your favorite restaurant? 2) What is the number of the Public Health Department?		

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 523A1 To understand use of the library and reference material

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
52307 use an encyclopedia.	Instruction should include use of the index or Readers' Guide, volume organization, guide words, subheadings, and cross-references.	chart making graphing	A. Have students use the encyclopedia to find information about particular states. Have them list the state flower, song, motto, etc. Also, have them make charts or graphs of natural resources, chief crops, etc.		
		composing, writing, summarizing	B. Have each student prepare a report on a president, giving information about his birthplace, education, and major accomplishments.		
52308 use newspapers and magazines as sources of information.	Collections of newspapers and periodicals are arranged alphabetically by title in the library. The Readers' Guide to Periodical Literature lists every article published in all major magazines by subject and author in alphabetical order. Each entry gives the title of the article, the author, name of the periodical, volume number, date of issue, and page numbers on which the article appears. Newspapers are excellent sources of information on a variety of topics, particularly current events.	notetaking, reporting	A. List several topics of interest on the chalkboard. Have students locate articles about each topic in the Readers' Guide. Have them write answers to several questions which can be answered by using the Readers' Guide. Example: How many articles were listed on this topic? In what magazines could the articles be found?		
		locating information, evaluating	B. Have each student select an interesting article from a current newspaper, and read it to find answers to specific questions. Example: About whom or what is the story written? Where did the events covered occur? Describe the impression the article made on you.		

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 523B1 To use reference and study skills correctly

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
52310 identify and use the parts of a book.	The parts of a book are: glossary - provides help with the meanings and pronunciations of words that might not be familiar; index - shows the pages on which particular topics will be found in the book; table of contents - lists the chapter headings with page numbers, and may include major subheadings; chapter headings and subheadings - appear in bold print; preface - is a statement, usually by the author, dealing with the purpose and scope of the book; appendix - is a section containing supplementary information; acknowledgments, references, and list of illustrations - give the sources of various pictures and materials used in the book; and, foreword - is similar to the preface but is usually written by someone other than the author.	comparing contrasting classifying locating information	A. Have the students compare and contrast the various parts of their language arts textbook with those in their basal text for science or social studies. B. Give students written exercises which require them to use the various parts of a book. Example: What is the source of the picture on page 215? On what pages is there information about molecules? What are the major topics covered in Chapter 6? C. Have the students use the glossary to find the meanings of unfamiliar words in the current unit of study. Also, have them use the glossary to pronounce each new word.		

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 523B1 To use reference and study skills correctly

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
52311 interpret graphs, maps, charts, tables, and diagrams.	Graphs include pictographs, circle graphs, bar graphs, and line graphs. Pictographs use pictures of objects to represent numbers of things. A circle graph shows the parts that make up a whole. For example, a circle graph is often used to show percentage of a total budget allotted to various items. Bar graphs are most often used to show comparisons. Line graphs usually show changes in things. Bar and line graphs may be either horizontal or vertical. Maps are representations of geographic regions and are used to show various kinds of information. A political map shows states, cities, boundaries, transportation routes, etc. A physical map depicts the various landforms in a geographic area. A rainfall map shows the average annual rainfall in a region. Maps have keys (legends) which explain the symbols used to represent various things on a map.	drawing, labeling, classifying analyzing, discussing computing analyzing, classifying	A. Have students make each kind of graph to illustrate something of interest to them. For example, they might make circle graphs to show how their allowances will be used. B. Have students list the kinds of information they find in tables or charts in their various textbooks. Have them discuss why the information is easier to read than in paragraph form. C. Give students mileage tables, and have them determine the distance between various places shown in the table. D. Give students specific questions to be answered by reading each type of map included in their social studies textbook.		

(continued on the next page)

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 523B1 To use reference and study skills correctly

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
52311 (continued)	A chart is a systematic arrangement of information, sometimes using pictures and diagrams. A table uses lines and columns to arrange data systematically. A diagram is a drawing which illustrates concepts, processes, or relationships in a rather concrete way.				
52315 use the SQ3R method.	The SQ3R is a five-step method of reading which is especially appropriate in the content areas. S=Survey (Look over the material noting titles, subtopics, illustrations, etc.) Q=Question (Formulate questions concerning items surveyed.) R=Read (To answer questions) R-Recite (Tell someone the answers found.) R=Reread (To get a firm grasp of the material)	questioning, discussing notetaking	A. Demonstrate the use of the SQ3R method as a total class activity. Take the students through each step, using a chapter from one of their textbooks. Allow time for questions and discussion. B. Have students make written notes about each step in SQ3R method as they use it to read a chapter in one of their textbooks.		

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 523B1 To use reference and study skills correctly

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
52312 scan material.	To scan material, the reader's eyes move quickly over the lines of print searching for particular information. The purpose is to locate a specific person, place, date, idea, etc.	scanning	A. Introduce a story by having students locate answers to several specific questions. Limit the time enough to prevent word-for-word reading of the story.		
		scanning	B. Have students locate answers to "who," "what," "when," and "where" questions in newspaper articles.		
52316 skim to determine the general idea of a book or selection.	Skimming involves quickly glancing over an article or book. A look at the table of contents, chapter titles, subheadings, and pictures is helpful in deciding whether or not to read a book. Previewing a chapter or article to be studied will enhance comprehension.	interpreting, summarizing	A. Have students glance at the title, subheadings, pictures, etc. in the next unit to be studied in each of their subjects. Have them write a statement of the overall theme or general idea of each assignment.		
		reasoning, speaking	B. Have students preview two or more books which they might be interested in reading. Have them select one book to read, and tell why it was chosen.		

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 523B1 To use reference and study skills correctly

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
52313 follow directions.	The ability to read and follow directions is important to success in performing any task. Each step must be taken exactly as stated and in the proper sequence. Following directions in emergency situations is of particular importance (tornadoes, containers of dangerous materials, etc.).	classifying	A. Display a poster of emergency directions to be followed in case of a tornado. Have students list the important information contained in the directions under two headings: "What to Look For" and What to Do."		
		listening	B. Give students oral directions for completing a task. Have them perform the task as each step is read. Example: 1) Fold a sheet of paper in half. 2) Draw a triangle with the base along the fold. 3) With the paper still folded, cut out the triangle and open it up.		
		evaluating	C. Give students written directions for completing an assignment. Have them perform the task, and check for accuracy. This activity could be related to a topic in any of the content areas.		

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 524A2 To understand basic literary forms

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
*52401 identify figurative language, simile, metaphor, and personification.	A simile is a form in which the words "as" and "like" are used to compare things that are not similar (He felt like a fish out of water). A metaphor is a technique in which a form of the verb "be" is used to compare two things (The lake was a large mirror). Personification is a form in which human traits are given to something that is not human (The wind sang a mournful song).	comparing, analyzing	A. Have students select five objects with which they are familiar. Have them write three comparative sentences about each object. One sentence should contain a simile, another a metaphor, and the third should use personification. Example: The tree looks as tall as Mt. LeConte. (simile) The tree is an octupus with many arms. (metaphor) The tree waved its arms to us. (personification)		
		expressing, listening	B. Have students find similes and metaphors in poems. Have them read the poems in class and have classmates listen for the similes and metaphors.		

READING -- GRADE 5

GOAL: 52000 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 524A2 To understand basic literary forms and their elements.

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
52402 recognize sound devices.	Sound devices include alliteration, onomatopoeia, and repetition. Alliteration is a technique in which initial sounds in words or syllables are repeated (Pretty Peggy posed for the picture). Onomatopoeia is a technique of forming a word in which the sound suggests the meaning (you can hear him gulp the milk). Repetition is a technique in which words, phrases, or whole lines may be repeated (The mountain trail seemed never to end, the trail seemed never to end. Up and around, the hikers climbed, and the trail seemed never to end).	listening writing, comparing classifying, skimming	A. Read to the class a poem containing a variety of sound words and phrases. Have them raise their hands each time they hear any such word or phrase. B. Have students write as many words as they can to describe various sounds. Example: the breaking of a dry twig (snap, crack); the striking of a drum (thump, bang); wading in the mud (squish, squash). C. Have students locate examples of alliteration, onomatopoeia, and repetition in newspapers, magazines, and literary selections. Have them list each example under the proper heading - Alliteration, Onomatopoeia, or Repetition.		

READING - GRADE 5

ANSWER KEY

INSTRUCTIONAL OBJECTIVE NUMBER	ANSWER KEY/ TESTING STRATEGY
TEST I: COMPREHENSION	
52106	B C A C B B A A C A
52107	B B A A C C A B A A
52110	C B A C A A B B A C
TEST II:	
52112	B C C A C A A A B C
52114	B B A B B A A B C A
TEST III:	
52115	A C C A B C C C B D
52118	B C B C A B C B
52119	B B B A B C
52121	C C B B B B
52126	C C B C C B C A
52131	B A C A B C
TEST IV:	
52132	A B B C A B B C A C
52137	A B A C B A C B A C
52138	A B C B A C
TEST VI:	
52203	B D A C B C B B A B
52208	B C C B B A C B B C
TEST VII:	
52401	C A A B C A B B C A

31

Fifth Grade Vocabulary

Aaron
Alice
Allen
Anderson
Ben
Benjamin
Bernard
Bernard's
Betsy
Bill
Canadians
Cannon
Carolina
Carter
Christmas
Cristy
Croatoan
Custer
Custer's
Dan
Dare
David
December
Denver
Dodge
Donna
Donnie
Dr.
Edwin
Elm
England
English
Englishmen
February
French
Friday
Graves
Henry
Indian
Indians
Jefferson
Jenny
Jim
Jim's
John
John's
Johnson
Jones
July
Kansas
March
Maria
Maria's
Marshal
Martin
Mary
Melinda
Melissa
Melissa's
Melodie
Mexico
Mrs.
Ms.
Nebraska
Nelson's
North
OPEC
Olympic
Oregon
Pierre
Pryor
Quebec
Raleigh
Richard
Roanoke
Roscoe
Rosen
Sam
Sam's
Sandy
Sandy's
Sarah
Saturday
Sir
Thomas
Tom
Tom's
United States
Valley Forge
Virginia
Vistula
Walter
Washington
Wilson
Wilson's
a
ability
able
about
above
absolute
abuse
accidents
accomplish
according
account
accuse
acres
across
act
activity
actually
add
added
adopt
affix
affixes
afford
afraid
after
afternoon
again
against
ago
ahead
air
airport
alarm
alive
all
almanac
almost
alone
along
altitude
altitudes
always
am
ambush
among
an
ancient
and
angry
animals
ankle
announced
another
answer
anyone
anything
apart
apartment
apparently
approach
approaching
appropriate
archeologist
are
argued
arms
around
arranged
arrest
arrives
as
ask
asked
aspect
assumed
at
attack
attacked
attention
author's
aver
away
awoke
back
bad
badge
badly
bag
bags
ball
bankrupt
barge
base
baseball
based
batteries
be
beach
beans
beat
beautiful
because
bed
beehive
been
before
began
begin
beginning
behind
being
believe
believed
belongings
best
better
between
big
biggest
birds
bit
black
blanket
blankets
blaze
blazing
blew
blow
blue
board
boasted
boat
bookcases
booklets
books
boots

born
borrow
bought
boulder
bowls
box
brag
bread
break
breakable
breath
bright
brighten
bring
brings
broken
brother
brought
browned
brushed
build
building
burglary
burn
bus
business
businesses
but
butter
buy
buying
buzzing
by
cabinet
call
called
calling
came
can
can't
candy
cannot
captain
car
careful
carefully
careless
carry
carrying
cars
carved
case
castles
cat

caught
cause
causes
caution
cavalry
cave
celebration
certain
chairs
champions
change
charge
charged
check
checked
chicken
chief
child
children
chili
choice
choose
city
clapping
class
classroom
climate
clock
close
closed
clue
clues
coach
coals
coast
coat
cold
colony
column
columns
come
comeback
comfortable
command
committee
common
companies
company
compass
complete
concert
conclude
conditions
cone

constantly
consumed
contest
context
continue
control
controlled
convey
conveys
cook
cooked
cooking
coolers
corn
corporation
correct
could
count
countries
country
couple
covering
cowered
crawl
credit
crops
crowd
cry
cup
cut
dad
damage
dangling
darkness
daughter
day
deal
dealing
decide
decided
decision
declaration
decoding
deer
definitions
demanded
dentist
department
described
deserves
desire
desk
desks
destroyed

determine
develop
diamond
did
didn't
died
different
difficult
difficulty
dinner
disappear
discovered
disease
disposal
divided
do
dock
doctor
does
doing
don't
door
doubts
down
draft
dragons
drawer
dreaming
dreams
dreary
dress
dressed
drive
driven
driveway
drove
dry
dug
dull
during
dusty
duty
each
eager
earn
earth
easily
easy
eat
edifice
editorial
effect
electric
else

elsewhere
embarassed
end
enemy
enough
entered
entering
enters
entertain
entire
equipment
escape
escaped
evening
event
eventually
ever
every
everyone
everywhere
excellent
excited
excuse
existed
expected
expects
experience
experienced
expert
explorer
exposed
extended
extra
eye
eyes
eyewitness
face
facing
fact
factory
factual
fail
failed
fairy
fall
fallen
family
far
farm
farmer
farms
fast
fastball
faster

fate
father
favored
favorite
fear
fearing
feed
feel
feelings
feet
fell
felt
few
fewest
fields
fifteen
fight
figurative
figured
filled
finally
find
finger
fire
fires
first
fish
fisherman's
fishing
fist
fit
fits
fix
flashlight
flat
flavorful
fled
flight
floated
floor
flour
flowing
flying
follows
fondness
food
football
for
force
foreign
forest
fort
forward
found

four
fragile
fresh
friend
friendly
friends
frightened
frigid
from
front
frozen
fun
funniest
gain
gallons
game
games
garden
gasoline
gather
gave
general
get
ghost
giant
give
given
glass
glut
go
goes
going
gold
gone
good
got
government
grabbed
grade
grandson
great
greedy
grew
ground
gun
gunfight
gym
had
hair
half
hand
handful
hands
handsome

happen
happened
happens
happy
hard
harder
hardest
harvest
has
haunted
have
haven't
he
head
headache
heat
held
hello
help
helping
her
herbs
here
hermit
herself
hesitant
high
higher
hiking
hill
him
himself
his
history
hit
home
honest
hood
hook
hope
horse
hospital
hospital's
hot
house
houses
how
however
huddled
hug
huge
hung
hungry
hunting

hurry
husband
I
I'll
I'm
I've
iced
idea
if
ill
immediately
important
imports
impossible
improve
improves
in
incessantly
independence
indicate
inflation
inflict
inform
information
injured
instead
instructor
instrument
intend
interest
intersection
into
iron
is
island
it
its
jail
jam
jar
jelly
job
jobs
jokes
juice
jumped
just
jutted
keep
keeps
kept
kid
kids
killed

kitchen
kite
knew
knife
knight
knight's
know
known
label
laid
lake
lamp
land
language
large
last
layoffs
lead
least
leave
leaves
leaving
led
left
lemon
less
let
let's
lets
letter
level
license
lie
lied
light
like
liked
line
little
lived
lives
lizard
lizards
loaded
located
location
locked
loneliness
long
long-tailed
longer
look
looked
looking

loosen
lose
loss
lost
lot
love
low
lower
lowered
made
major
make
mammal
man
man's
manager
many
market
marvelous
materials
matter
may
maybe
me
meaning
meanings
means
meatballs
medal
melt
melted
men
metaphor
middle
might
mile
miles
milk
million
mind
minutes
mistrusted
mixed
mixture
models
mom
money
month
moon
morale
more
morning
most
mot

mother
motion
mouth
move
moved
movement
moving
much
multiple
murder
murdered
must
my
mystery
name
nap
narrow
natives
natural
near
nearby
need
needed
needs
neither
nervous
never
new
news
newspaper
next
nice
night
no
noon
nor
north
not
noted
nothing
noticed
notified
nourishment
now
number
object
occasional
of
off
offer
officer
official
often
oil

ok
old
on
once
one
onions
only
onto
opened
opinion
or
order
ordering
original
other
others
otherwise
our
out
outcome
outlaw
outrageous
outside
oven
over
own
owner
ownership
packing
pan
paper
paragraph
parents
park
part
particular
pass
passage
passed
pathologist
pay
paying
payment
peacefully
peculiar
pencils
people
pepper
per
percent
person
personification
persuade
pet

pets
phone
pick
picked
pieces
pilot's
pitcher
place
placed
planned
planning
planted
play
playing
pleasurable
plenty
point
pointed
pole
policeman
poor
population
positions
pouring
powder
power
powerful
practical
practice
praised
preaches
preferred
prefix
presentation
presented
presenter
preserve
president
pretty
prices
probable
probably
problem
proceeded
process
produce
program
programs
project
promises
provided
province
pull
pulled

pupil
purpose
put
qualified
queen
question
quick
quickly
quietly
rabbit
rabbits
race
races
rack
rags
rain
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rainy
raise
rang
rarely
rather
rays
reached
reaction
read
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ready
real
realize
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really
reason
receiver
recess
reckless
recognize
recommended
red
reflexes
refrigerator
relate
relationships
relatives
relax
rely
remains
remember
repeated
reported
reporter
republic
resources

returned
review
revised
revolver
reward
rich
rides
riding
rifle
right
riot
river
rivers
roar
rock
rocking
rocks
rocky
room
rope
ropes
roughly
rubbed
ruins
rumor
run
runners
running
runs
rush
safe
safer
safety
said
sailboat
salad
saloon
salt
same
sat
save
saving
saw
say
saying
scene
school
science
scientists
scouts
screamed
sea
searching
season
second
seconds
securely
security
see
seeing
seen
selection
selections
selling
sensed
sentence
sentences
set
setting
settlement
settlers
seven
seventh
several
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shake
shall
shape
shares
sharp
she
sheep
shepherd
shook
shortly
shot
should
shouted
show
shrank
shut
sick
side
sight
signed
simile
since
skills
sky
sleep
sleeping
slow
slowly
slumbers
small
smaller
smell
smells
smile
smoke
sneer
snow
snuck
so
soaked
soared
social
society
soil
some
someone
someone's
something
sound
soup
space
speak
special
speed
spices
split
spoke
spoken
spokesman
sports
spring
stale
standing
stared
stars
start
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state
stay
steadily
steady
steal
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stock
stocked
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stone
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stop
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store
stores
storm
story
stove
strange
streams
street
streets
strong
stronger
strongest
struck
stuck
student
students
studies
study
subject
successful
such
suddenly
summer
sun
superb
supplies
supply
support
supposedly
surrender
sustenance
swarmed
sweat
sweetheart
systems
table
tail
take
takes
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tale
talk
talking
tangles
tea
teacher
team
teeth
telephone
television
tell
tempted
tennis
tents
terrific
test
tested
testified
tests
textbook
than
that
that's
the
their
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then
there
these
they
thin
things
think
thinks
this
those
thought
three
through
tie
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ties
tightly
tilt
time
times
tip
tipped
to
today
together
told
tomorrow
too
took
top
toward
towards
trace
track
traffic
trail
train
training
transplanted
tree
trees
trial
trick
tried
tries
trigger
trouble
true

trust
trusted
truth
try
trying
tugged
turn
turned
turtle
two
type
unbelievable
uncle
uncontrollable
under
underlined
underneath
understand
unsure
untie
until
up
upcoming
upset
urged
us
use
used
useful
usually
vacation
valley
vanished
version
very
victory
view
village
villagers
violent
vision
voice
vulnerable
wait
waited
waiter
walked
want
wanted
warm
warmth
was
wash
washed
waste
watching
water
waved
way
ways
we
we're
wealthy
wear
week
week's
weeks
well
went
were
whale
what
wheat
when
whenever
where
whether
which
while
white
who
wife
wildflowers
will
willing
win
wind
window
windows
winter
wire
with
without
wizards
wolf
woman
won
won't
wonderful
wood
wooden
word
words
wore
work
worked
workers
works
world
world's
worried
would
wound
wrinkled
write
written
wrong
yawned
years
you
young
your